

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Missouri Southern State College
Institution Code	6322
State	Missouri
Number of Program Completers Submitted	120

Number of Program Completers found, matched, and used in passing rate Calculations ¹	120				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Art: Content Knowledge	133	1			96	95	99%
Chemistry: Content Knowledge	241	1			15	14	93%
Elem Edu: Curriculum, Instruction, and Assessment	011	73	73	100%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	6			192	191	99%
French: Content Knowledge	173	2			11	10	91%
Mathematics: Content Knowledge	061	3			97	91	94%
MS English-Language Arts: Content Knowledge	049	1			31	30	97%
MS Mathematics: Content Knowledge	069	2			51	49	96%
MS Social Studies: Content Knowledge	089	2			41	40	98%
Music Education: Content Knowledge	113	2			124	124	100%
Physical Education: Content Knowledge	090	13	13	100%	214	205	96%
Social Studies: Content Knowledge	081	5			276	270	98%
Spanish: Content Knowledge	191	3			30	27	90%
Other Content Areas							
Business Education	100	6			64	64	100%
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Missouri Southern State College						
Institution Code	6322						
State	Missouri						
Number of Program Completers Submitted	120						
Number of Program Completers found, matched, and used in passing rate Calculations¹	120				Statewide		
Type of Assessment²	Number Taking Assessment³	Number Passing Assessment⁴	Institutional Pass Rate	Number Taking Assessment³	Number Passing Assessment⁴	Statewide Pass Rate	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9	90%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	114	114	100%	3275	3155	96%	

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	6			156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	120	120	100%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **949**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **120**

3. Please provide the numbers of supervising faculty who were:

11 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

21 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

11 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **19**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **6.3/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 10. The total number of hours required is 400 hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes _____ No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

International Education

On June 15, 1990 the Board of Regents of Missouri Southern State College approved a recommendation to pursue an international approach to undergraduate education. In July of 1994, Governor Mel Carnahan signed into law House Bill No. 442 in which Section 1 reads as follows: "The Missouri Southern State College located in Joplin, Jasper County, is hereby designated a moderately selective institution which shall provide programs which meet the needs of the citizens, contiguous to Jasper County. The institution shall develop such academic support programs and public service activities it deems necessary and appropriate to establish international or global education as a distinctive theme of its mission."

Missouri Southern State College is phasing in over several years, different programs and activities designed to internationalize the college. Among these are:

- Including a global perspective in every possible course.
- Expanding the teaching of foreign languages to include new majors, new approaches, and new opportunities for language usage.
- Increasing opportunities for Missouri Southern students to study abroad for varying periods of time.
- Staging conferences and lectures on world affairs, as well as cultural and artistic programs with international performers as well as emphasizing one particular culture each year.
- Creating dynamic majors in international studies and international business with uniquely designed courses.
- Increasing the participation of international students in campus activities.

The programs implemented, will enable present and future students to prepare for the global environment of the future.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Missouri Southern State College is a state-supported, comprehensive college offering programs leading to the bachelor's degree. Faithful to its original statutory charter, the College also offers continuing education courses and a number of two-year programs in technical and vocational areas for the benefit of the community. The College's primary emphasis is the offering of a baccalaureate program that fosters the total education of each student. Central to that mission is a strong commitment to international education, to the liberal arts, to professional and preprofessional programs, and to the complementary relationship that must exist between liberal and professional education in order to prepare individuals for success in careers and lifelong learning.

Missouri Southern's commitment to the liberal arts is reflected in a comprehensive program of general education requirements for all students to ensure that they have a breadth of educational experiences which will enable them to develop communication and critical thinking skills and to acquire and apply aesthetic, contemporary, civic, international, historical, mathematical, scientific and value-oriented perspectives. The faculty and staff of Missouri Southern State College emphasize quality teaching and learning as the most important attributes of the College, complemented by scholarly and creative expression and dedicated community service. Community service involves responsiveness to the Southwest Missouri region as well as serving as the intellectual, creative and cultural center of the area.

2. Educational Philosophy & Conceptual Frameworks

Missouri Southern State College (MSSC) teacher education faculty members realize that we live and interact in a diverse, dynamic world, and believe that overall growth and learning in this ever changing environment is accomplished experientially ~ through problem-solving and reflection. Dewey affirmed this perspective through his argument that "human beings experience the greatest personal and social growth when they interact with the environment in an intelligent and reflective manner (Ornstein & Levine, 2000, p. 39). Like Dewey we believe that the school is a diverse, democratic community, a microcosm of the larger society, and that it is the same process of problem solving and reflection that characterizes best practice in education as we seek to produce a better learning environment for every student. The new teacher must possess the ability and dispositions to continually assess problems, devise solutions, test those solutions and make appropriate educational decisions. Thus, the pragmatic philosophy of John Dewey provides key support for the vision of Teacher as an Educational Decision Maker.

The cornerstone of the Teacher Education Program at Missouri Southern State College is the conceptual framework defining the role of the Teacher as an Educational Decision Maker. In this role, the teacher must make instructional decisions about pedagogical and lesson design. As an educational decision maker, the teacher must also assume roles of lifelong learner, provider of service, researcher, and change agent. The teacher's direct responsibility for designing, implementing, and fine-tuning an instructional environment that promotes pupil success is the driving force for program review, refinement, and outcomes. The existing standards, upon which the conceptual framework is quantified, call for the incorporation of knowledge, skills, techniques, and dispositions that have been gathered from research on best practices and learned societies. These sources provide expertise in such areas as human growth and development, learning theory, assessment, cultural diversity and special needs, curriculum content, psychological, sociological, historical, and philosophical foundations, principles of effective instruction and school effectiveness. From this body of knowledge Missouri Southern State College facilitates the teacher's educational decision making abilities through the acquisition of information, cognitive abilities, pedagogical skills and dispositions that produce an educated professional, dedicated to lifelong learning, service, and research.

Program Standards

The preservice teacher...

1. understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
2. understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. recognizes the importance of long-range planning and curriculum development, and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

5. uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
6. uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
7. models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally, and utilize the assessment and professional growth to generate more learning for more students.
10. fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

3. Program completers who teach in the private schools and out of state

Private Schools:	4
Out-of-State:	9